

**THE EFFECT OF USING AUTHENTIC MATERIALS TO  
IMPROVE THE READING COMPREHENSION OF THE NINTH  
GRADE STUDENTS OF SMPN 36 MAKASSAR**

***PENGARUH PENGGUNAAN MATERI OTENTIK DALAM  
MENINGKATKAN PEMAHAMAN MEMBACA PADA SISWA  
KELAS SEMBILAN SMPN 36 MAKASSAR***

**ANDI BULKIS MAGHFIRAH MANNONG**



**GRADUATE PROGRAM  
STATE UNIVERSITY OF MAKASSAR**

**2016**

**THE EFFECT OF USING AUTHENTIC MATERIALS TO  
IMPROVE THE READING COMPREHENSION OF THE NINTH  
GRADE STUDENTS OF SMPN 36 MAKASSAR**

A Thesis

As a Requirement to Achieve the Degree of

Master

Study Program

Language Education

Concentration of English Language Study

Written and Submitted by

ANDI BULKIS MAGHFIRAH MANNONG

to

**GRADUATE PROGRAM**  
**STATE UNIVERSITY OF MAKASSAR**  
**2016**


## THESIS


### THE EFFECT OF USING AUTHENTIC MATERIALS TO IMPROVE THE READING COMPREHENSION OF THE NINTH GRADE STUDENTS OF SMP 36 MAKASSAR

Written and Submitted by  
ANDI BULKIS MAGHFIRAH MANNONG  
ID Number 13B01083

Defended before the Thesis Examination Committee  
on November 25<sup>th</sup>, 2016

Approved by  
Committee of Supervisors,



  
Prof. Dr. Qashas Rahman, M. Hum.  
Chairman

  
Prof. Hj. Murni Mahmud, S. Pd., M. Hum., Ph.D  
Member

Cognizant of:

Head of  
English Language  
Education Program,

  
Prof. Dr. H. Haryanto, M.Pd.  
NIP 19591029 198601 1 001

  
Director of  
Graduate Program of  
State University of Makassar,  
  
Prof. Dr. Jasruddin, M.Si.  
NIP 19641222 199103 1 002

## *Motto and Dedication*

***"Anything is Possible.***

***Anything can be."***

***(Shel Silverstein)***

I dedicated this thesis to

My beloved parents

My dear siblings

My friends

And all people who love me

## ACKNOWLEDGMENTS



*Alhamdulillah Rabbil Alamin*, all praises and gratitude to the Almighty God Allah SWT for all blessing and mercies that the researcher has had in life. Salam and salawat be with the great prophet Muhammad SAW for his untiring struggle for bringing Islam becomes life guidance to all people around the world.

The researcher would like to express her deepest profound gratitude to her beloved parents: Drs. A. Mannong and Marham Muhammadiyah (Alm.), also her beloved brothers and sister: A. Muftihul Awal, SE., Ak., A. Riska Anugrah, and A. Khaerul Musyawir for their pray, attention, support, motivation, financial, love and sacrificed.

The researcher realize that this thesis would never been completed without the assistance of the other people. Therefore, she would like to express her special thanks to all of them particularly to her supervisors, Prof. Dr. H. A. Qashas Rahman, M.Hum. and Prof. Hj. Murni Mahmud, M. Hum., Ph. D., to her examiners, Prof. Dr. H. Haryanto, M.Pd and Prof. Arifuddin Hamra, M. S. Ed. who have given useful comment, criticism, suggestion and advice for the improvement of this thesis. The researcher would like to extend her gratefulness to all lecturers who helped her to increase her knowledge and give the best motivation during her study in this university. The researcher wishes to extend her deepest thank to Rector of State University of Makassar, Prof. Dr. H. Husain Syam, M.TP and his staff, Director of

Graduate Program at State University of Makassar, Prof. Dr. Jasruddin, M.Si and all his staffs.

Gratitude and appreciation are addressed to the Principal of SMPN 36 Makassar Nurchalis, S. Pd for his permission and facility to conduct this research. Big thanks are also addressed to EFL teachers and students of SMPN 36 Makassar who gave a lot of help by participating in this research.

And to all the kindest friends of class B, English Education '14 of Graduate Program at State University of Makassar for their help, support, encouragement and togetherness. The last gratitude the researcher would express to my close friends Ayu Afrilya, Haerunnisa, Marliani Putri Caronge, Nurshiam, Agunawan, and Heri Hermawan and all the people whom the researcher could not mention one by one, thank you for giving the great inspiration and spirit. May the Almighty God, Allah bless us, *Amiin*.

Makassar,

November 2016

Andi Bulkis Maghfirah Mannong

**PERNYATAAN KEORISINILAN TESIS**

Saya, Andi Bulkis Maghfirah Mannong,

Nomor Pokok: 13B01083,

Menyatakan bahwa tesis yang berjudul “The Effect of Using Authentic Materials to Improve the Reading Comprehension of the Ninth Grade Students of SMNP 36 Makassar” merupakan karya asli. Seluruh ide yang ada dalam tesis ini, kecuali yang saya nyatakan sebagai kutipan, merupakan ide yang saya susun sendiri. Selain itu, tidak ada bagian dari tesis ini yang telah saya gunakan sebelumnya untuk memperoleh gelar atau sertifikat akademik.

Jika pernyataan di atas terbukti sebaliknya, maka saya bersedia menerima sanksi yang ditetapkan oleh PPs Universitas Negeri Makassar.

Tanda tangan .....,

Tanggal 25 November 2016



## ABSTRACT

ANDI BULKIS MAGHFIRAH MANNONG. 2016. *The Effect of Using Authentic Materials to Improve the Reading Comprehension of the Ninth Grade Students of SMNP 36 Makassar*. (Supervised by Qashas Rahman and Murni Mahmud)

The objectives of this research are to find out: (1) whether or not the use of authentic materials significantly improve reading comprehension of the ninth grade students of SMP 36 Makassar and (2) whether or not the ninth grade students of SMP 36 Makassar interested in the using of authentic materials in teaching reading.

This research employed experimental design which involved two groups; control and experimental group. The control group was taught by using pedagogic materials, while the experimental group was taught by using authentic materials. The research instruments were reading test and questionnaire of students' interest. The population of this research was the ninth grade students of SMP 36 Makassar. This research took 52 students as the sample. IX<sub>1</sub> as control group and IX<sub>4</sub> as experimental group.

The result of this research indicated that the students' reading comprehension achievement in experimental group is higher than the students' reading comprehension achievement in control group. It was proven by the students' mean score in experimental group was 77.95 higher than the students' mean score in control group 70.13. The result of the students' interest in the use of authentic materials was high. Thus, it can be concluded that H<sub>1</sub> (alternative hypothesis) of this research which stated the use of authentic materials significantly could improve students' reading comprehension was accepted.

Key words: authentic materials, reading comprehension, students' interest

## ABSTRAK

ANDI BULKIS MAGHFIRAH MANNONG. 2016. *Pengaruh Materi Otentik dalam Meningkatkan Pemahaman Membaca pada Siswa Kelas Sembilan SMPN 36 Makassar*. (Dibimbing oleh Qashas Rahman dan Murni Mahmud)

Penelitian ini dilakukan untuk mengetahui: (1) apakah penggunaan materi otentik secara signifikan dapat meningkatkan pemahaman membaca pada siswa kelas IX SMP 36 Makassar dan (2) apakah siswa tertarik pada penggunaan materi otentik dalam pegajar membaca.

Penelitian ini menggunakan model eksperimental yang melibatkan dua kelompok; kelompok kontrol dan kelompok eksperimental. Kelompok kontrol diajar menggunakan materi pedagogik, sedangkan kelompok eksperimental diajar menggunakan materi otentik. Instrumen yang digunakan dalam penelitian ini adalah tes pemahaman membaca dan angket minat siswa. Populasi pada penelitian ini adalah seluruh siswa kelas IX SMP 36 Makassar. Penelitian ini mengambil 52 siswa sebagai sampel. Kelas IX<sub>1</sub> sebagai kelompok kontrol dan kelas IX<sub>4</sub> sebagai kelompok eksperimental.

Hasil pada penelitian ini menunjukkan bahwa pemahaman membaca siswa pada kelompok eksperimental lebih tinggi dibandingkan dengan siswa pada kelompok kontrol. Ini dibuktikan dari nilai rata-rata siswa pada kelompok eksperimental yaitu 77.95 lebih tinggi dari nilai rata-rata siswa pada kelompok kontrol yaitu 70.13. Hasil dari ketertarikan siswa pada penggunaan materi otentik adalah tinggi. Sehingga, ini dapat disimpulkan bahwa hipotesis alternatif pada penelitian ini yang menyatakan penggunaan materi otentik secara signifikan dapat meningkatkan pemahaman membaca siswa diterima.

Kata kunci: materi otentik, pemahaman membaca, ketertarikan siswa

## TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	v
PERNYATAAN KEORISINILAN TESIS	vii
ABSTRACT	viii
ABSTRAK	ix
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	1
A. Background	1
B. Problem Statement	4
C. Objective of the Research	4
D. Significance of the Research	5
E. Scope of the Research	5
CHAPTER II REVIEW OF RELATED LITERATURE	7
A. Previous Related Research Findings	7

	70
B. The Concept of Reading Comprehension	9
C. The Concept Authentic Materials	19
D. The Concept of Interest	29
E. The Concept of Procedure Text	32
F. Conceptual Framework	34
G. Hypotheses	36
CHAPTER III RESEARCH METHOD	37
A. Research Design	37
B. Research Variables and Operational Definition	38
C. Population and Sample	39
D. Instrument of the Research	40
E. Treatment	40
F. Procedure of Collecting Data	41
G. Techniques of Data Analysis	41
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	45
A. Findings	45
B. Discussion	55
CHAPTER V CONCLUSION AND SUGGESTIONS	57
A. Conclusion	57
B. Suggestion	57
BIBLIOGRAPHY	59

## APPENDICES

## LIST OF TABLES

Number	Page
2.1 Authentic Materials Vs Non-Authentic Materials	21
3.1 Research Design	38
3.2 Classification Score	42
3.3 Likert Scale	43
3.4 Interest Classification	44
4.1 Frequency and Percentage of Pretest Score for both Groups	46
4.2 Frequency and Percentage of Posttest Score for both Groups	47
4.3 Students' Achievement in Pretest and Posttest	48
4.4 The t-test between Pretest and Posttest for Control Group	49
4.5 The t-test between Pretest and Posttest for Experimental Group	50
4.6 The Mean Score and Standard Deviation of the Students' Pretest	50
4.7 The t-test of Students' Pretest	51
4.8 The Mean Score and Standard Deviation of the Students' Posttest	52
4.9 The t-test of Students' Posttest	53

#### 4.10 Percentage of Students' Interest

**LIST OF FIGURE**

Number	Page
2.1 Conceptual Framework	35



**LIST OF APPENDICES**

Number	Page
1. Lesson Plan	64
2. Teaching Materials	76
3. Reading Test and Key Answer	94
4. Questionnaire	103
5. Students' Score in Experimental Group	110
6. Students' Score in Control Group	111
7. The Students' Reading Comprehension Analysis	112
8. Table of Tabulation for Experimental Group (Students' Interest)	116
9. Percentage Rate of 20 Items of the Questionnaire for Authentic Materials	117
10. Students' Answer Sheet	130
11. Documentation	136
12. Letters of the Research	138
13. Curriculum Vitae	144

## **CHAPTER I**

### **INTRODUCTION**

This chapter deals with the background, problem statement, objective of the research, significance of the research, and scope of the research.

#### **A. Background**

Teaching reading for EFL learners is one of prominent task by any educators who are going to develop and maintain his/her students' language skill. There are several purposes that can be accomplished in teaching reading, such as improving reading skills, introducing new language, introducing genre, recycling target language, assessing learners' ability, and providing knowledge of the world. In teaching reading, teachers can introduce new target language including lexical, grammatical, functional, and rhetorical aspects of the language. Reading activities can also be used to introduce genre. That is done by using varied text types as reading materials.

By monitoring learners' involvement in reading activities, teachers are also able to assess learners' current perceptive ability of the target language. In addition, by reading English texts, learners can improve their knowledge about the world and add experiences. This is especially true when the texts are authentic materials, taken from the real world, such as news, articles, scientific papers, and research reports, etc.

It is a common assertion that materials in general play a crucial part in language learning and teaching, this accounts for the fact that discussions about the roles of materials appear in almost all books on course design (Nunan, 1991). Materials not only provide learners a wide range of useful information but also can play a part in enhancing learner motivation - one of the key issues in language learning, thus facilitate their acquisition (Dudley & John, 1998).

Many experts have written on how to choose materials, which are relevant to learners, so that materials can support learners in learning languages. There are two kinds of materials that can be used for teaching Reading: authentic materials and pedagogic materials (Tomlinson, 1998). Authentic materials are those which are taken from real life communication and not designed for language teaching and learning purposes, for example: newspapers, magazines, shopping flyers, advertisements, brochures, product wrappings, menus, train schedules, e-mails, announcements, manuals, invitation cards, poems, short stories, novels, journals, reference books, etc.

Pedagogic materials are those which are designed for language teaching and learning purposes. Their main characteristics are topical and/or linguistic simplification, modification, and adjustments according to the level and experience of the target learners, such as: text books, students' work sheets, supplementary readers, abridged novels, graded materials, and teacher-made texts, etc.

Among the advantages of authentic materials are their naturalness and relevance with the learners' real life experiences, thus making them more interesting. The disadvantage is that they are usually too challenging, causing some difficulty to deal with, especially for learners of low level language ability. The pedagogic materials, on the other hand, although they are usually too rigidly modified, thus making them boring and non-lively, they are usually manageable and can easily be followed by the learners. By this way, authentic materials can motivate students, give them more stimulation in learning a language.

There is a variety of definitions of interest which are different one another because each author has his/her own way looking at interest. However, it all refers to the same point of view that interest could best be described as eagerness to do, to have, to be something without any forces from anyone or anything

However, there are still some teachers of any level of education who do not understand the importance of using authentic materials in their teaching. They assumed to use pedagogic materials to make their students easier to absorb the materials they taught. Another consideration why teachers do not use authentic materials are because they afraid whether their students will be difficult to understand the language in the materials. However, this situation is cannot be allowed because the teachers also need to consider the magnificent effect of using authentic materials in their teaching.

For junior school teachers, it even become a greater problem because the teacher are prefer to use pedagogic materials instead of authentic materials. They assume, students of junior school are still lack of vocabulary and they cannot pronounce words appropriately.

Based on the previous considerations above, the researcher is curious in revealing the effect of using authentic materials in teaching reading comprehension and increasing students' interest towards learning. Therefore, the researcher formulates a research entitle "The Effect of Using Authentic Materials to Improve the Reading Comprehension of The Ninth Grade Students of SMPN 36 Makassar".

### **B. Problem Statement**

Researcher formulates research questions as follow:

1. Does the use of authentic materials in teaching procedure texts effectively improve students' reading comprehension?
2. Are the ninth year students of SMPN 36 Makassar interested in the using of authentic materials in teaching reading ?

### **C. Objective of the Research**

The objective of the research is to find out:

1. Whether or not the use of authentic materials in teaching procedure texts effectively improve students' reading comprehension.

2. Whether or not the ninth grade students of SMP 36 Makassar interested in the using of authentic materials in teaching reading.

### **D. Significance of the Research**

In this research, researchers expects that the research's result have benefits both theory and practice.

#### **1. Theoretical significance**

The result of this research can be useful for English teachers or trainers as information and suggestion which can be useful in their teaching and learning process, especially in using authentic materials to interest the students in reading.

#### **2. Practical significances**

- a. It will improve students' reading comprehension.
- b. Teacher can use the most preferred and effective materials in their classroom to improve students' reading comprehension.
- c. The result of this research can be use as reference for those who want to conduct research about the use of authentic materials in teaching.

### **E. Scope of the Research**

The scope of this research is limited to discipline, content, and activity.

1. By discipline, this research focused on Teaching English as Foreign Language where it mostly focused on the use of authentic materials as a way of improving students' reading comprehension achievement and students' interest.

2. By content, this research focused on the use of authentic materials in teaching procedure text to students. It is related to the ninth grade students of SMP 36 Makassar. Students learned about how to read the text, comprehend the texts, and explain the definition, generic structures, language use, and purposes of a procedure text.
3. By activity, this research was conducted in six meetings. The researcher used two kinds of materials; pedagogic and authentic materials in teaching reading to find out the comparison of both these materials. Then, researcher gave the students questionnaire to get information and data about their interest towards the use of authentic materials in teaching reading.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter deals with the previous related research findings, the concept of reading comprehension, the concept of authentic materials, the concept of interest, the concept of procedure text, conceptual framework, and hypotheses.

#### **A. Previous Related Research Findings**

Many researchers have conducted and reported their researches about using authentic materials in teaching. These previous research findings were taken from some research journals. Some will be illustrated as follows:

Marwan (2014) in his thesis “Improving the Students English Reading Comprehension through Authentic Materials in SMKN Godean Grade XI in the Academic Year 2013/2014” found that Authentic materials bring the real word to the English reading classroom. They offer the teacher many kinds of contexts, topics, and contents which can be fit for the reading learners’ reading tasks. The authentic materials also provide the students with the contexts by their authentic layouts. Those layouts represent the origin, the social purposes, and the situational contexts of the text. Furthermore, authentic materials’ language provides many informal words and slangs. They contain many words which can hardly be found in formal course books.

Those kinds of informal words might seem impolite but they are surely used in the real daily life communication.

Berardo (2006) in her research “The Use of Authentic Materials in the Teaching of Reading” concluded that the student benefiting from the exposure to real language being used in a real context. Other aspects which proved positive when using authentic materials were that they are highly motivating, giving a sense of achievement when understood and encourage further reading. They also reflect the changes in the use of language, there is a wide variety of text types, they are also very versatile (they can be used in different ways to promote different skills) and can be used more than once as well as be updated. Anything can be used as authentic material but for developing reading one of the most useful resources is the Internet, with large amounts of varied material being easily accessible.

Guo (2012) in his research “Using Authentic Materials for Extensive Reading to Promote English Proficiency” examined the effects of extended reading on language proficiency of Taiwanese college students and explored students’ attitudes toward the authentic readings utilized as outside reading materials. The study demonstrated a measurable positive effect of extensive reading on students’ language acquisition. The findings answered the research questions proposed in this study in regard to the effects of extensive reading on vocabulary and other skills. In particular, the results pointed to significant improvement of vocabulary acquisition, but not grammar. In addition, students experienced gains in knowledge, sources for

communication, and other language skills. They also became more involved in class discussions.

Ugalde (2008) in her research “Using Authentic Materials to Teach Reading Comprehension” found that it is essential to develop materials that are appropriate for Costa Rican students, where students are exposed to texts like those that they will eventually encounter in "real life" and learn how to understand them. As professionals in the field, we must continuously try to find the best way to teach and share our experiences and the material we use in order to receive feedback and provide others with everything that we have learned. We must never stop creating materials and contributing to the field of language teaching in order to improve the quality of education in our country.

## **B. The Concept of Reading Comprehension**

### **1. The definition of reading**

Richard (2002) said that reading is a skill that is highly valued by students and teacher alike. Reading comprehension is a complex process in which the reader uses his mental ability to obtain the information. It means that the reader must be able to recognize the meaning of printed words.

Alderson in Berardo (2006) defined reading as an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become totally absorbed. Reading means different things to different people, for some it is

recognizing written words, while for others it is an opportunity to teach pronunciation and practice speaking. However reading always has a purpose. It is something that we do everyday, it is an integral part of our daily lives, taken very much for granted and generally assumed to be something that everyone can do.

## **2. Kinds of Reading**

In language teaching there are three kinds of reading, namely: Reading aloud, Silent reading and Speed reading (Mc Worter in Omid and Azam, 2016)

### **a. Reading aloud**

Reading aloud is important to do in reading where the students who are known as a reader are required to read aloud to practice their tongue about how pronounce every word found in the reading text.

### **b. Silent reading**

Silent reading is frequently done by a reader who wants to comprehend the texts in reading comprehension process. Reading silent needs a reading much attention to what is they read: the reader should have a full concentration.

### **c. Speed reading**

Speed-reading is way that required by the teacher for reader to be read text rapidly and comprehend it at once. Between reading comprehension and speed faster but also how to understand the idea that express in the passage.

### **3. The definition of reading comprehension**

Grabe and Stoller (2013) defined reading Comprehension is the ability to understand information in a text and interpret it appropriately. Reading comprehension is an activity aimed to understand the message of a particular text (Williams in Cahyono and Widiarti, 2006).

Yang in Hassani et al. (2015) stated that reading comprehension as an active, dynamic, and developing process of looking for interrelations between elements and texts. Reading comprehension is basically an interactive process of meaning making between the reader and the author through the text, which involves mental activities and background knowledge (Weir and Singhal in Seken, 2004).

Johnson et al. in Hatimah et al. (2013) defined that reading comprehension is an active process, directed by intentional thinking that allows young readers to make connections between their thinking processes, the textual content and their own knowledge, expectations, and purposes for reading.

### **4. Level of comprehension**

In teaching reading comprehension, the teacher should be aware of levels of comprehension, so that they have some criteria by which to judge the materials they use in the classroom, and also the levels of comprehension use by the students at any particular time. Reading comprehension refers to the ability to understand information presented in written form. Fairbairn et. al. in Nureteng (2016) divided the level of comprehension into three categories:

a. Literal comprehension

It is getting primary, direct, literal meaning of an idea in context. There is no depth in this kind of reading. The reader is reading receptively and somewhat passively if only gets literal meaning. Being able to read for literal meaning stated idea is influenced by one's mastery of vocabulary in context.

b. Interpretive comprehension

In this level of comprehension the readers read between the lines make connections among individual stated ideas, make inferences, draw conclusions, or experience emotional reaction. The readers probe for greater depth than in literal comprehension. At this level the readers can be tested on the following task:

1. Rearrange the ideas or topic discussed in the text
2. Explain the author's purpose of writing in the text
3. Summarize the main idea when this is not explicitly stated in the text
4. Select conclusion which can be deduced from the text they have read

c. Extrapolative comprehension

In this level of comprehension, the reader is involved in an interchange of ideas with the author and applies reading to life situations. The author's ideas and information are evaluated. The answer is not directly stated in the text, but it is hinted at (implied). Students use clues, along with their prior knowledge, to figure out the answer (Billerica in Nurteteng, 2016) Extrapolative evaluation occurs only after the

students have understood the ideas and information the researcher presented. At this level, the readers can be tested on the following skills:

1. The ability to differentiate between fact and opinion
2. The ability to recognize persuasive statement
3. The ability to judge the accuracy of the information given in the text.

The three level of comprehensions that mentioned above is relevant with classification of Jones (2005), he stated that there are three types of comprehension: translation, interpretation, and extrapolation. a) Translation is an activity requiring the change of form of a communication. It requires students to rephrase or restate a text in his/her own words to put it into a form other than the original form in which it was learned; b) Interpretation involves a rearrangement. It requires students to identify the major ideas in a text and understand how various parts of the message are interrelated; and c) extrapolations is an extension of interpretation and could include the statements about the consequence of a communication. It requires students to do something “extra” with the material or event that is comprehended. That is, students can determine implications, identify consequences, draw conclusions, or make inferences that are in keeping with the information contained in the text.

The level of reading comprehension classification of Fairbain that will be used in this research is also in line with the classification in Rivers in Nurteteng (2016), he said that there are three levels of comprehension and the good reader reads at all three, they are reading the lines, reading between the lines, and reading beyond the lines.

## 5. Technique in teaching reading

There are three kinds of activities involved in relation to the reading class activities: pre-reading activities, during reading activities, and post reading activities.

### d. Pre-reading activities

Pre-reading activities are interactional activities carried out before students conduct the real reading activities. In pre-reading activities, activation is concerned with the student's background knowledge, objectives of reading class, learning activities, and motivating the students. In this stage, teachers try to activate the students' schemata related to the topic or explaining briefly the contents of the text.

Pre-reading is to tell students the purpose of reading and learning. Pre-reading is also to motivate the students. Motivation in reading attracts students; attention the text. The activities of pre-reading are activities aiming at facilitating the students' understanding about the reading text.

### e. During reading activities

During reading activities are the activities that reader does while reading take place. Mukhoji in Tiin (2014) mentioned that while reading includes: (a) identify the main idea, (b) finding detail the text, (c) following sequence, (d) inferring from the text, and (e) recognizing the discourse patterns.

During reading activities are instructional activities that are going on while reading activities are happening. According to Mukhroji in Tiin (2014), five activities



to do while reading. The first, readers identify main idea of the text and identifying topic sentence through skimming. Second, readers find the details in the text and finding specific information. Third, readers follow a sequence by relating items in particular order or process. Fourth, readers infer from the text by trying to understand the text using their schemata and experience. Fifth, readers recognize the discourse patterns to understand the text holistically.

f. Post-reading activities

Post-reading activities are the activities conducted by a reader after reading. In post-reading activities, student do post-question, feedback. The post-question are more active in incidental comprehension and the objective, since information of both greater and lesser importance is learned.

Post-reading activities are instructional activities that the students and teacher do after reading take place. Mukhroji in Tiin (2014) pointed out that post-question, feedback, and group and whole class discussion are activities that can be done in the phase of post-reading activities. The activities function to check student's comprehension about the text being read. The post-question after reading class activity are very important since information of both greater and lesser important is learned. Besides asking question, summarizing the contents of the text is also applicable to the students.

The activity of post-reading can also be in the form of discussion. Thus discussion can be in group or whole-class discussion. The discussion may depend on

the class size, if the class is big, it will be better to have group discussion. If the class is small, it will be better to have whole class discussion.

## **6. Strategies of reading comprehension**

Katims in Casper et.al. (1998) stated that learning strategies are techniques, or routines that enable students to learn to solve problems and complete tasks independently. A strategy is an individual's approach to a task. Gunning in Casper et.al. (1998) identified four main types of comprehension strategies, which include Preparational, Organizational, Elaboration and Monitoring.

### **g. Preparational**

Gunning described Preparational strategies as those that activate prior knowledge about a particular topic. This method is used to get students thinking about the topic they are about to work on. It is much easier to retain knowledge about a subject when the student is familiar with the subject area.

Gunning identified predicting as a type of Preparational strategy which involves previewing parts of the text to be read. The portions of text, which are helpful in previewing, can be pictures, titles, or the cover of the book. As the students are thinking about what will happen based on their knowledge of the subject and the book, they focus their thoughts on the assignment to come, which leads to better comprehension.

#### h. Organizational

He described Organizational strategies as the process of selecting important details and building relationships from them. These strategies include: identifying the main idea and topic sentences, classifying information, deciding which information is relevant, sequencing and summarizing. Each of these strategies is complex and methods for improving them need to be taught starting from basic ideas and gradually getting more difficult. Summarizing, in particular, has been identified as a difficult skill to develop.

#### i. Elaboration

He referred to elaboration as an additional processing of the text, by the reader, which may increase comprehension. It involves forming connections between the text and the reader's background knowledge of the subject. Making inferences, picturing images and asking questions are all types of elaboration strategies.

#### j. Monitoring

He defined monitoring as being aware of one's own mental process when reading. Monitoring is an advanced technique that involves a great deal of independent thinking. Monitoring occurs when a reader is aware that they do not understand what was just read. The act of monitoring is knowing how to go back and find a way to gain understanding of the topic. Monitoring is knowing when to use the three other types of reading comprehension strategies.

## **7. Strategy in teaching reading comprehension**

In this research, the researcher applied collaborative as strategy in teaching reading comprehension.

Cooperative or collaborative learning is one of the methods that ask students to work cooperatively in their learning group. Cooperative learning can be said as the model of students' learning that divide students into groups, then the students must work together in these groups to finish some problems that are given by the instructor (Jacobs in Akhyar, 2012).

Cooperative learning is the techniques which encourage students' social skill, because its method asks students' role in group to share their thoughts or ideas, so they can do what should they do to get their learning goals.

Collaborative learning gives the students practice in working together when the stakes are relatively low; so that they can work effectively together later when the stakes are high. They learn depend on one another rather than depending exclusively on the authority of the teacher.

Panitz in Akhyar (2012) defined collaborative learning as a philosophy of personal responsibility and respect for peers. Learners take responsibility for their own learning and search for information to the question they were posed. The teacher acts as a facilitator, providing support but not steering the group towards pre-prepared outcomes. Forms of peer assessment are used to look at the outcomes of the process.

The form of Cooperative learning that used in this research was Number Head Together (NHT). Numbered Heads Together (NHT) encourages successful group

functioning because all members need to know their group's answers and because when students help their group mates, they help themselves and the whole group.

## **8. Reading and vocabulary**

Reading aids the acquisition of new vocabulary and helps retain prior learned vocabulary. Vocabulary plays a vital role in students' comprehension and acquisition of a foreign language. Without an adequate number of words, language learners will not be able to comprehend or use the second language (L2). Researchers argue that vocabulary is the foundation of other skills, a core component of language development (Kazerooni, Saeedi, & Parvaresh in Guo, 2012). Min and Hsu in Guo (2012) assured that the importance of vocabulary on reading comprehension and advocate the use of extensive reading along with direct instructions on vocabulary.

### **C. The Concept Authentic Materials**

## **9. Definiton of authentic materials**

Authentic materials are texts produced by native speakers for a non pedagogical purpose (Bacon & Finnemann in Omid, 2016). Since they are not designed for pedagogical purpose, commonly, they do not come from a course book. They are not systematically developed in stages for language learners. However, nowadays, there are many experts who prefer to use authentic materials in teaching and learning English, both written and spoken as an alternative material.

A material is authentic when it contains authentic text. According to Tomlinson (1998), an authentic text is a text which is not written or spoken for language teaching purposes. A newspaper article, a rock song, a novel, a radio interview and traditionally fairy story are examples of authentic texts. Therefore, we can see such texts from television, newspaper and magazine. In that mass media, information is spread widely from a place to many other places.

In communicating in such media, people naturally use and apply their language as how they communicate and use their language in their daily life. It surely could be a perfect lab for a language learner.

Nunan in Oyola (2011) also defined authentic materials as spoken or written language data that have been produced in the course of genuine communication, and not specifically written for purposes of language teaching. Therefore, by using authentic materials, a teacher can bring the students the authentic data from real world context into classroom. They can practice reading authentic and genuine language which is used in real life as the language and the students themselves really occur. For another purpose, the foreign language learners also can be introduced to the culture of the native people through the authentic materials.

Moreover, Gebhard (1996) saw authentic materials as a way to contextualize language learning. It means that authentic materials are also effective in providing the students with the context of every text. When they normally study the pedagogical materials, they tend to focus more on content and meaning rather than the context. On

the other hand, authentic materials provide rich source of context in language instead of the language which are only provided by the teacher.

Hence, authentic materials undoubtedly do have effect towards language teaching and learning process. These are the differences between authentic materials and non-authentic materials.

Table 2.1 Authentic Materials Vs Non-Authentic Materials

No.	Authentic Materials	Non-Authentic Materials
1.	Language data produced for real life communication purposes.	They are specially designed for learning purposes.
2.	They may contain false starts, and incomplete sentences.	The language used in them is artificial. They contain well-formed sentences all the time.
3.	They are useful for improving the communicative aspects of the language.	They are useful for teaching grammar.

From Table 2.1 above, it is clearly shown that authentic material has essential differences towards non-authentic materials. Authentic material may contain false starts and incomplete sentences; however, it is powerful to provide the students products of real life communication.

## 10. Materials available to EFL/ESL Teachers

There currently is a wide array of teaching materials available to EFL/ESL teachers to accommodate their various needs and their unique teaching situations.

Many of these materials are commercially produced. These can include EFL/ESL texts, audiotapes with accompanying workbooks, videotapes with student worksheets, and various Computer Assisted Language Learning (CALL) programs.

There are materials available for teaching reading, writing, speaking, listening, grammar, vocabulary-building, survival English, cross-cultural communication, pronunciation, business English, TOEFL preparation, and various other content-based English courses. Some teachers at universities, junior colleges and private language schools may find themselves teaching with locally designed materials. Such materials are often produced "in-house", and provide classroom teachers with day-by-day lesson plans, steps for implementing them, and materials needed to teach them.

Whatever situation a teacher may have, it is very likely that at sometime the teacher will find the need to adapt a particular text or lesson with material that he or she feels is more useful for promoting learning. To get beyond the limitations of a given text or lesson, many teachers often adapt or create activities involving authentic materials or media.

Once teachers start to use authentic materials and observe the impact the real world context has on students, they may actually seek out ways to incorporate them more into lesson plans. Where do EFL/ESL teachers find authentic materials? Gebhard (1996) stated that there are unlimited sources for teaching materials. For many who live in countries where English is a foreign language, it is simply a matter of searching creatively.



Teachers can access authentic materials from cable TV, English language newspapers and magazines, and even from popular music on the radio. In large cities, modern grocery and department stores carrying imported products and the tourist industry such as hotels can offer useful authentic resources. Or else, during travel to English-speaking countries, teachers could pick up useful materials that could be adapted for their English lessons.

### **11. Selection of authentic materials**

Having established the value of authentic materials in language teaching, the most important question facing the teacher then, is how and what type of materials to collect. There are three types of challenges that a teacher has to meet in this respect.

The first of these ‘effective research skills’ is to be able to find the exact material relevant to the needs of his/her learner group. Various rich sources are available for this purpose: newspapers, journals and magazines, material from the internet, pamphlets and advertisements, songs, literature, fiction. The availability is overwhelming. This abundance of material leads to the second challenge. This stage requires careful selection keeping in mind various factors.

The teacher needs to keep the learners’ present linguistic competence and the desired linguistic competence in mind. Linguistic background of the learners’ has a direct bearing on text selection. Conceptual difficulty will determine the specificity or generality of the information within the text. It directly influences comprehension and is necessary to keep students from a vague feeling of the alienation to the text.

Besides, the selection would also depend on the topic, the target language area, skills, the needs, and the interests of the learners.

The teacher, in making selections would also have to keep in mind the applicability of the chosen material. For instance, learners studying science subjects would react favourably to the texts related to the sciences because of cognitive ease of comprehension. Such texts also have a relevance to the academic schema of the learners. Moreover, the selected texts need to be adaptable i.e. they should lend themselves easily to designing tasks and activities that would elicit authentic responses from the learners. The authenticity of the response would depend on how authentic are the tasks that are designed.

According to Wallace, it should produce real world behaviour from the learners. Such tasks need to be designed that are linked with actual communicative needs outside the classroom to ensure authenticity both of the tasks and the responses. It would be ideal if integrated tasks can be designed on them so that one text can be used for multiple teaching purposes.

Moreover in this context, the teacher also needs to make sure that the materials selected should be such that lend themselves to such exercises, tasks and activities as will help in achieving the goals of the academic programme that the learners are attending. If this factor is ignored then there may arise a feeling of dissatisfaction with classroom activities and routine lessons.

While using authentic materials, it must be remembered that they are cognitively essentially complex. Occasionally even when the language itself is very

clear and comprehensible, the learners cannot actually get the gist of the text. One reason for this breakdown can be “the density of cultural and situational references”. Another cause could be topicality of the information. It may have only a passing interest even for those learners who actually belong to the same cultural background.

## **12. Advantages of authentic materials**

Moreover, authentic materials potentially prompt the students’ motivation in comprehending texts. Here these are some arguments in using authentic materials:

1. Authentic materials have a positive effect on learner motivation.
2. They provide authentic cultural information.
3. They provide exposure to real language.
4. They relate more closely to learners ' needs and interests.
5. They support a more creative approach to teaching.
6. They provide a wide variety of text types, language styles not easily found in conventional teaching materials.
7. Unlike traditional teaching materials, authentic materials are continuously updated.
8. They have a positive effect on comprehension and learner satisfaction.
9. (Kilickaya, Mcknight, Wong, Kwok, & Choi, in Berardo, 2006)

There are many positive arguments from experts about using authentic materials. Those positive points indeed cannot be found in conventional teaching

materials. However, using authentic materials is not as easy as pointing the advantage because there are always disadvantages alongside with advantages.

### **13. Disadvantages of authentic materials**

There are some issues over using authentic materials for students. The language used in real life provides many rude and inappropriate words. Those might give bad influence for the students. Moreover, it is hard to classify the level of the materials considering it is not designed pedagogically.

Richard cited in Kilickaya (2004) pointed out that alongside with the advantages, authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which may cause a burden both for the students and the teacher in lower-level classes. However not every text contains such negative impacts. It depends on how the teachers consider the current level of the students and select the authentic text to develop.

Furthermore, Martinez (2002) stated that authentic materials may be too culturally biased and too many structures are mixed. They may cause lower levels have a hard time in decoding the texts. They also may give the teachers difficulties in deciding the level of the texts.

Using authentic materials in teaching and learning process of reading is a challenging task for teachers. Hence, a teacher should be really selective in deciding the authentic text which is going to be chosen as material. When there is an inappropriate content which unavoidable, he/she should be able to clearly explain the

inappropriateness towards them. With selective decisions, authentic materials are powerful to introduce the students about real language application in daily life.

#### **14. Using authentic materials in teaching**

In using authentic materials, there are many factors which should be considered due to the positive and negative impacts. The sources of authentic materials are various such as newspapers, Internet, magazines, brochures, letters, and so on. Due to the various sources, it is important to select the proper authentic materials out of the wide range. Nuttall in Brown (2001) gave three main criteria in selecting authentic materials to be used in classroom.

1. Suitability of content. The text should be interesting, motivating and also relevant to the students' needs.
2. Exploitability. It refers to how the text can be used and exploited in order to develop the competence of the learners in the teaching and learning process.
3. Readability. Readability refers to the level of difficulty in the texts. It is about the amount of new vocabulary and new structure contained in the texts.

Along with those criteria, Berardo (2006) also added two more, they are the variety and the presentation. Various types of texts avoid the students' boredom. Meanwhile, the presentation is about how the texts are presented in a classroom.

Brown (2001) had proposed some principles for designing interactive reading techniques that must also be considered in applying authentic materials in a class.

In interactive curriculum, do not overlook the importance of specific instruction in reading skills.

1. Use techniques that are intrinsically motivating.
2. Utilize techniques with authentic language and content.
3. Encourage the development of reading strategies.
4. Include both bottom-up and top-down techniques.
5. Subdivide your techniques into pre-reading, during-reading, and afterreading phases.
6. Build in some evaluative aspect to your techniques.

From the first principle we can conclude that it is important to consider the specific instruction in reading skills. For example, we should consider whether the students should read a passage loudly or silently instead. It leads to whether the fluency or the accuracy should we develop. The second principle takes us to students' motivation. Moreover, according to Brown (2001), motivation is the difference. Thus, we can say that students' motivation is the difference between the success and the failure of a teaching and learning process.

The third principle shows us the importance of using authentic materials in developing interactive reading techniques. Both fourth and fifth principles guide us in deciding the strategies and techniques which have the ability to prompt the students' real capability in comprehending. The next principle introduces us to three phases in teaching reading. The last principle is about assessing the result.

Moreover, Grellet in Hatimah et. al. (2013) stated that authenticity of a text means that there is nothing changed from the original text. In using an authentic material, a teacher should maintain its layout and presentation as it occurs. He/she cannot add or modify the content and the appearance of the text due to its authenticity.

Changing the appearance or the layout might possibly take the non-linguistics aspects clue of the authentic material itself away from the students. Therefore, choosing authentic texts from the great amount of texts appeared in life is not simply picking a text we meet and serving it to the students. There are much criteria should be considered and many principles should be applied in keeping the materials from inappropriateness. Inappropriate materials would only give nothing to them but bad influences.

#### **D. The Concept of Interest**

##### **15. Definition of interest**

Good in Hamid (2016) defined that interest as a subject –objective attitude concern with condition involving a perception or idea and a combination of intellectual and feeling curiosity condition by experience. While, Robert in Hermawan (2016) stated that experimentally an interest is a response of liking which is present when we are of an object we prepare to reach to or when we aware of our disposition toward the object we like.

Hornby cited in Lisda et. al. (2015) defined interest as a condition or wanting to know or learn about something or somebody; quality that arouses concern or curiosity, that holds one's attention, and something with which one concern oneself. Interest is closely related to learning. It allows for correct and complete recognition of an object, leads to meaningful learning, promotes long-term storage knowledge, and provides motivation for further learning (Herbart in Schiefele, 1991).

## **16. Types of interest**

According to Ainley et. al. (2002), the relationship between interest and learning has focused on three types of interest: individual, situational, and topic. Individual interest is considered to be an individual's predisposition to attend to certain stimuli, events, and objects. Situational interest is elicited by certain aspects of the environment. These include content features such as human activity or life themes, and structural features such as the ways in which tasks are organized and presented. Topic interest, the level of interest triggered when a specific topic is presented, seems to have both individual and situational aspects.

### **k. Individual interest**

Individual interest has been described as a relatively enduring predisposition to attend to certain objects and events and to engage in certain activities. This behavior is associated with a psychological state of positive affect and persistence and tends to result in increased learning. For example, the reader with an individual



interest in ecology and conservation seeks opportunities to engage in associated activities and while so engaged experiences enjoyment and expands his or her knowledge.

As well as the need to identify students' specific patterns of individual interests, it is important to determine how individual interests at different levels of generality might differentially influence student learning.

#### 1. Situational interest

The psychological state of interest can also be generated by specific environmental stimuli and is referred to as situational interest (Hidi & Baird, 1988). Whereas the state is characterized by focused attention that is similar to the outcome of individual interest, the immediate affective reaction may include a broader range of emotions.

Hidi (1990) distinguished two types of factors that contribute to situational interest. The first group includes formal structural characteristics such as novelty, intensity, and ambiguity. The second group consists of content features such as human activity, intensity factors, and life themes.

### **17. Measurement of interest**

One of the ways to measure students' interest is by using Likert Scale. Gay (2006) stated that likert scale is a scale that asks an individual to response to a series of statements by indicating whether he or she strongly agree (SA), agree (A),

undecided (U), disagree (D), or strongly disagree (SD). Each response of the individual is assigned a point value based on the statement (positive or negative statement). The point value for the positive statements: SA=5, A=4, U=3, D=2, SD=1. While the point value for the negative statements are: SA=1, A=2, U=3, D=4 and SD=5.

### **E. The Concept of Procedure Text**

#### **18. The definition of procedure text**

Anderson in Hidayat (2013) argued that procedure text is piece of text that gives us instructions for doing something. Procedure text is text that explain how something works or how to do something. The purposes of procedure text are to tell the reader how to do or make something and describe something which is accomplished through a sequence of action or steps.

Young (2013) stated that there are different procedural texts according to the purpose of the text, such as:

1. Texts that explain how something works or how to use instruction/operation manuals, for example, how to use the video, the computer, the tape recorder, the photocopier, the fax.

Features:

- a) The reader is often referred to in a general way, e.g. pronouns (you).
- b) Action verbs (imperative verbs), (cut, fold, twist, hold etc).

- c) Simple present tense (you cut, you fold, you mix).
  - d) Linking words to do with time (first, when, then) are used to connect the text.
  - e) Detailed information on how (carefully, with the scissors); where (from the top); when (after it has set) .
2. Texts that instruct how to do a particular activity e.g. recipes, rules for games, science experiments, road safety rules.
  3. Texts that deal with human behavior, e.g. how to live happily, how to succeed.
    - a) Goal - clearly stated (often in the heading).
    - b) Materials - listed in order of use.
    - c) Method - the steps are chronological and are numbered or listed.

## **19. Language feature of procedure text**

According to Anderson in Suaeni (2015), procedure text usually includes the following language features:

1. Sentence begun with action word (imperative sentence) e.g. pour hot water in the cup.
2. Sequence words or temporal conjunctions (e.g. firstly, next, then) and number (1, 2, 3) that show the order for carrying out the procedure.
3. Adverb of manner to describe how the action should be performed, e.g. firmly, quickly.

4. Precise terms and technical language, e.g. ml, grams, etc.

## **20. Structure of procedure text**

Generally, a procedure text is arranged of three main parts; Aim or Goal of the procedure, list of materials which needed to complete the procedure, and sequence of step in correct order that need to be taken to accomplish the task.

1. An introductory statement giving the aim goal. This part can be the title of the procedure text, it is also may include an introductory paragraph.
2. List of materials needed for completing the procedure. This part usually takes form in kind of list, though sometimes it also can be in form of paragraph. In certain procedure text this part sometime is omitted or left out.
3. A sequence of steps in the correct order. This is the last part of procedure text which shows a sequence of steps that need to be taken by readers to complete the task. The sequence usually is shown by numbers (1, 2, 3, ..) or by using words such as first, second, third, etc. words such as next, then, and after that sometimes are used as well.

## **F. Conceptual Framework**

The conceptual framework of this research is presented as the following below:

The researcher would try to improve the students' reading comprehension and interest to learn by providing both authentic and pedagogic materials as the learning

materials. The conceptual framework of the research would be explained in the following figure:

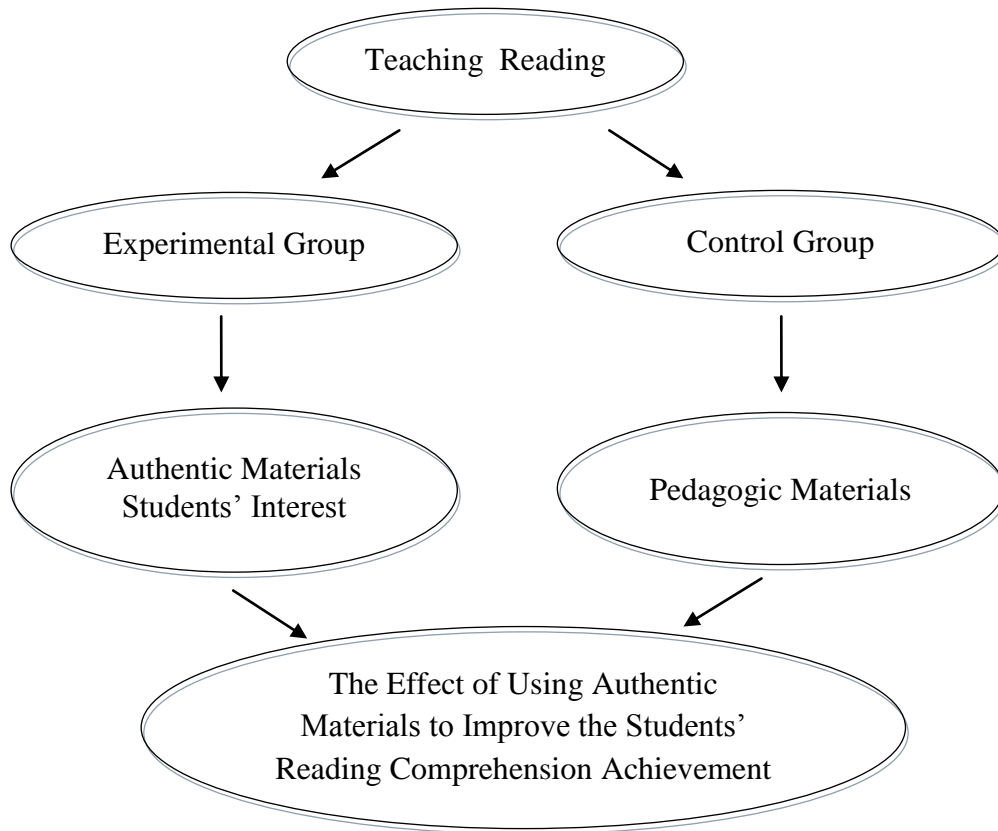


Figure 2.1 Conceptual Framework

**INPUT:** In this stage, the students' prior knowledge about procedure text were measured by giving them a pretest.

**PROCESS:** In this stage, the researcher taught students about procedure text by providing them two kinds of different materials, pedagogic and authentic. Researcher collected the data of students comprehension by measuring their ability to answer the provided questions on each text for each meeting. The researcher taught

about procedure text for six meetings by using pedagogic materials in control group and authentic materials in experimental group to know the comparison of the materials. During the learning process, the researcher also observed students' activity and took some pictures as documentation. After the end of the teaching session, the researcher gave the students posttest to know their improvement in reading comprehension using authentic materials questionnaires to students to get information about their responses related to the using of authentic materials in teaching.

OUTPUT: In this stage, the researcher analyzed the result of the students' achievement after teaching by using pedagogic and authentic materials and also the students' interest towards the using of authentic materials in teaching.

### **G. Hypotheses**

Based on the previous related research findings, some pertinent ideas and conceptual framework above, researcher formulates two hypotheses as follows:

- H<sub>0</sub>: "Using authentic materials in teaching is more effective than pedagogic materials in improving students' reading comprehension achievement"
- H<sub>1</sub>: "Using authentic materials in teaching is not more effective than pedagogic materials in improving students' reading comprehension achievement"

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter deals with descriptions of the research design, data resources, research instrument, procedure of collecting data, then techniques of data analysis.

#### **H. Research Design**

In this research, researcher applied experimental design by taking two class as sample, namely quasi experimental class. A quasi experimental design provided adequate control sources of invalidity (Gay, et al., 2006).

The researcher applied quasi experimental group and control group. The experimental group received treatment using authentic materials and the control group received the pedagogic materials. Both groups were given pretest and posttest. Control group in this research was needed for comparison purposes to see whether or not the treatment was more effective than others (Gay, et.al., 2006).

The researcher gave pretest and posttest to both of the groups. The pretest was carried out to find the prior knowledge of the students while posttest was done to find out the effect of the treatment on the students' reading comprehension achievement. The scores of both the pretest and posttest were compared to determine the students' improvement on English reading comprehension by using authentic materials. The research formula is presented as follows:

Table 3.1 Research Design

Class	Pretest	Treatment	Posttest
E	O <sub>1</sub>	X <sub>1</sub>	O <sub>2</sub>
C	O <sub>1</sub>	X <sub>2</sub>	O <sub>2</sub>

Notation: E = Experimental class

C = Controlled class

O<sub>1</sub> = Pre-test

O<sub>2</sub> = Post- test

X = Treatment

( Adapted From Gay, et.al 2006)

## I. Research Variables and Operational Definition

### 21. Research variable

There are two variables involved in this research, namely independent variable and dependent variable:

1. Independent variable: Authentic materials
2. Dependent variable: Students' achievement in reading comprehension and students' interest.

### 22. Operational definition of variables

The operational definitions of the variables formulated as follows:



1. Authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom.
2. Reading comprehension means that understanding, evaluating and utilizing the information and ideas gained through and interaction between and author and a reader.
3. Students' interest in learning English reading comprehension using authentic materials. Interest in authentic materials is the students' interest in learning English using authentic materials. It is measured by using Likert – scale which is classified into very high interest, medium, low interest and very low interest. When the students' interest in the level of very high interest and high interest toward authentic materials it was called improvement.

## **J. Population and Sample**

### **23. Population**

The population of this research was the ninth grade students of SMP Negeri 36 Makassar. There are nine classes in the population, where normally consist 26-30 students for each class. Thus, the total of population  $\pm$  252 students.

### **24. Sample**

The researcher used cluster random sampling in defining the sample of the research data. In this case, researcher choosed class IX<sub>1</sub> and IX<sub>4</sub> where it consist of 30

students for each classes. But, the researcher only took 26 students for each classes as sample.

### **K. Instrument of the Research**

In this research, the researcher used reading test and questionnaire as research instrument to collect the data. The Students' improvement were measured by giving them reading test in pretest and posttest. The pretest was given to students before giving them the treatment, while the posttest were given to students after giving them the treatment. The test consisted of multiple choice as much as 30 items. The material of the test is procedure text. And to find out the students' interest in learning English by authentic materials, the students were given questionnaire which consist of 20 items.

### **L. Treatment**

The treatment was conducted for six meetings. The allocation time for each meeting was 80 minutes. There were two meetings in a week. Authentic materials used in teaching the experimental group, while pedagogic materials used in teaching the control group.

At the first meeting, the researcher explained about the pedagogic and authentic material and also about the text that would be learned. In this case, the types of the text that will be learned is procedure text. In control group, the researcher used

pedagogic materials in teaching process where the source materials were from textbook and internet, while in teaching the experimental group, the researcher used authentic materials in teaching process where the source materials were from internet.

### **M. Procedure of Collecting Data**

The procedure of collecting data consist of two steps; pre-test and post-test.

#### **25. Pre-test**

In this step, the students were given pre-test. The tests consist of 20 items of multiple choice. The purpose of this test is to know the students' ability in comprehending the text before the treatment was given.

#### **26. Post-test**

In this step, the students were given the test which the goal was to know the improvement of students' comprehension after the treatment was given. Furthermore, to know students' interest in authentic materials, the students were given the questionnaires.

### **N. Techniques of Data Analysis**

#### **27. Analyzing the students' reading comprehension**

In analyzing the data of students' reading comprehension, the researcher used the following formula:

m. Scoring the students' correct answer:

$$Scoring = \frac{Total\ Correct\ Answer}{Total\ number\ of\ items} \times 100$$

(Depdiknas, 2006)

n. Classifying the students' score:

Table 3.2 Classification Score

No.	Classification	Score
1.	Excellent	96 – 100
2.	Very Good	86 – 95
3.	Good	76 – 85
4.	Fairly Good	66 – 75
5.	Fair	56 – 65
6.	Poor	36 – 55
7.	Very Poor	0 – 35

(Direktorat Pendidikan in Teteng, 2016)

o. Calculating students' score by using Statistical Product and service Solution (SPSS) program to find out the different result between pretest and posttest.

## 28. Analyzing the students' interest

p. Scoring the data of questionnaires' result by using Likert scale. In this scale, each respondent asked to respond a series of statements by indicating whether or not he or she is strongly agree (SA), agree (A), undecided (U), disagree (D), or strongly disagree (SD). Each response had its own value as the following table:

Table 3.3 Likert Scale

Series of Statement	Score	
	Positive	Negative
1. Strongly agree	5	1
2. Agree	4	2
3. Undecided	3	3
4. Disagree	2	4
5. Strongly disagree	1	5

(Gay, 2006)

- q. Analyzing the data by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Note:

P = Percentage

F = Frequency of the Answer

N = Number of the Students

(Gay, 2006)

- r. Calculating the mean score by the formula as below:

$$\bar{X} = \frac{\sum X}{N}$$

$\bar{X}$  : Mean Score

$\sum X$  : Total row score

N : the total number of participant

(Gay, 2006)

- s. Measuring the students' interest

The questionnaire consisted of 20 items. If the respondent chooses all statements with *strongly agree*, he/she will get 100 score, while if the respondent chooses all

statements with *strongly disagree*, he/she would get 20. So, the interval was formulated as follow:

$$\begin{aligned}\text{Interval} &= \frac{\text{the highest score} - \text{the lowest score}}{\text{amount of categories}} \\ &= \frac{100 - 20}{5} \\ &= \frac{80}{5} = 16\end{aligned}$$

(Slamet in Nurteteng 2016)

So, the students' interest can be categorized as follow:

Table 3.4 Interest Classification

No.	Interval	Categories
1.	85-100	Very high
2.	68-84	High
3.	52-68	Moderate
4.	36-51	Low
5.	20-35	Very low

(Sugiyono, 2008)

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter deals with the research findings of the research and discussion of the research findings. The findings present the data of students' reading test to see the students' reading comprehension improvement after being taught the materials of procedure text through the use of authentic materials in experimental group and pedagogic materials in control group. Furthermore, the students' score in pretest and posttest of each group are also compared to see the students' improvement after giving different treatment in each group. The discussion deals with the description and interpretation of the findings in the research.

#### **O. Findings**

The findings of the research in this chapter are based on the data analysis collected through reading test. After the researcher conducted consist of pretest and posttest for both control and experimental group, and questionnaire for experimental group.

#### **29. Students' reading improvement**

After conducting the treatment and reading test, the researcher found the score for pretest and posttest of both groups. In this part, the researcher would report the

result of the students' reading comprehension improvement of each group by comparing pretest and posttest data.

t. The frequency and percentage of pretest and posttest score for both groups

The Students' reading achievement both pretest and posttest for the research subjects are tabulated in the table below:

Table 4.1 Frequency and Percentage of Pretest Score for both Groups

Classification	Score	Control Group		Experimental Group	
		F	P (%)	F	P (%)
Excellent	96-100	0	0%	0	0%
Very Good	86-95	0	0%	1	3.84%
Good	78-85	1	3.84%	0	0%
Fairly Good	66-75	7	26.93%	5	19.23%
Fair	56-65	6	23.08%	6	23.08%
Poor	36-55	12	46.15%	14	53.85%
Very Poor	0-36	0	0%	0	0%
Total		26	100%	26	100%

The table 4.1 above shows that most of the students' pretest result in control group classified as good, fairly good, fair, and poor category. In control group, the data of pretest showed that there are 1 (3.84%) student got good score, 7 (26.93%) students got fairly good score, 6 (23.08%) students got fair score, and 12 (46.15%) students got poor score.

While in experimental group, the data shows that most of the students' pretest result classified as very good, fairly good, fair and poor. There are 1 (3.84%) student



good very good score, 5 (19.23%) students got fairly good score, 6 (23.08%) students got fair score, and 14 (53.85%) students got poor score. Thus, from the description above, it can be concluded that the mean score of students in pretest for both control and experimental groups is almost same.

Table 4.2 Frequency and Percentage of Posttest Score for both Groups

Classification	Score	Control Group		Experimental Group	
		F	P (%)	F	P (%)
Excellent	96-100	0	0%	0	0%
Very Good	86-95	0	0%	3	11.54%
Good	78-85	11	42.31%	16	61.54%
Fairly Good	66-75	9	34.6%	4	15.38%
Fair	56-65	5	19.2%	2	7.69%
Poor	36-55	1	3.84%	1	3.85%
Very Poor	0-36	0	0%	0	0%
Total		26	100%	26	100%

The table 4.2 above shows that most of the students' posttest result in control group classified as good, fairly good, fair, and poor category. In control group, the data of posttest showed that there are 11 (42.31%) students got good score, 9 (34.62%) students got fairly good score, 5 (19.23%) students got fair score, and 1 (3.84%) students got poor score.

While in experimental group, the data shows that most of the students' posttest result classified as very good, good, fairly good, fair and poor. There are 3 (11.54%) students good very good score, 16 (61.54%) students got good score, 4

(15.38%) students got fairly good score, 5 (19.23%) students got fair score, and 1 (3.85%) students got poor score.

Therefore, from the description of reading in pretest and posttest result above, it can be concluded that both the using of authentic and pedagogic materials improved the students' reading comprehension of both control and experimental groups. The data tabulation for the students' improvement in reading can be seen as follows:

Table 4.3 Students' Achievement in Pretest and Posttest

	Pretest		Posttest	
	Control Group	Experimental Group	Control Group	Experimental Group
N	26	26	26	26
Mean	56.79	53.84	70.13	77.95
Std. Deviation	11.831	14.069	8.027	9.572

The table 4.3 shows the different of students' score between two groups in pretest and posttest. In control group, the students' mean score improved from 56.79 with standard deviation 11.831 to 70.13 with standard deviation 8.026. In experimental group, the students' mean score also improved from 53.84 with standard deviation 14.069 to 77.95 with standard deviation 9.572.

From the data showed in table 4.1 and 4.2, the pretest score of control and experimental group was slight different for the score before giving the treatment. After giving the treatment, the posttest score to both of groups showed a difference score of mean score. It means that there was an improvement in reading between two

groups after giving the treatment, especially in experimental group. It showed that the students in experimental group has greater improvement than students in control group.

u. The inferential analysis between pretest and posttest for control group

The following table showed the achievement of the students' pretest and posttest in control group before and after giving treatment.

Table 4.4 The t-test between Pretest and Posttest for Control Group

Variable	t-value	df	Probability Value
Pretest and Posttest	16.130	25	0.000

The table 4.4 above shows that the t-value was 16.130 with degree of freedom 25 and *P value* 0.000. From the degree of freedom we can know that the *t-table* of this research was 1.708. Based on the data, the *t-value* (16.130) > *t-table* (1.708) and *P value* (0.000) < 0.05. From the data above, it can be concluded that there is a significant different between pretest and posttest for control group. In other word, there was an improvement on the students' reading achievement between pretest and posttest in control group.

v. The inferential analysis between pretest and posttest for experimental group

The data in the table 4.5 below showed the achievement of the students' pretest and posttest in experimental group before and after giving treatment.

Table 4.5 The t-test between Pretest and Posttest for Experimental Group

Variable	t-value	df	Probability Value
Pretest and Posttest	11.857	25	0.000

The table 4.5 shows that the *t-value* was 11.857 with degree of freedom 25 and *P value* 0.000. From the degree of freedom we can know that the *t-table* of this research was 1.708. Based on the data, the *t-value* (11.857) > *t-table* (1.708) and *P value* (0.000) < 0.05. From the data above, it can be concluded that there is a significant different between pretest and posttest for experimental group. In other word, there was an improvement on the students' reading achievement between pretest and posttest in experimental group.

w. The mean score and standard deviation of the students' pretest

Before the treatment conducted, both control and experimental groups were given pretest students' achievement on reading. The aim of the test was to know out whether both control and experimental groups were in the same level or not. The standard deviation was meant to know how close the scores to the mean score.

Table 4.6 The mean Score and Standard Deviation of the Students' Pretest

Group	Mean Score	Standard Deviation
Control	56.79	11.831
Experimental	53.84	14.069

Table 4.6 shows that the students mean score of control group in pretest was 56.79 and experimental group was 53.84. Based on the table above, it can be concluded that the students mean score of experimental group was statistically the same with control group.

x. The inferential analysis on pretest for control and experimental group

The following data indicated the achievement of control and experimental group before giving treatment.

Table 4.7 The t-test of Students' Pretest

Variable	t-value	Df	Probability Value
Students' Score	0.544	50	0.417

The table 4.7 above shows that the *t-value* was 0.544 with degree of freedom 50 and *P value* 0.417. From the degree freedom, we can know that the *t-table* of this research was 1.676. Based on the data, the *t-value* (0.544) < *t-value* (1.676) and *P value* (0.417) > 0.05. In pretest there is no significant difference between two groups' score because the *P value* higher than 0.05 (0.417 < 0.05). It means that  $H_0$  was accepted and  $H_1$  was rejected in pretest. In other word, the students' ability or level are same before giving the treatment.

y. The mean score and standard deviation of the students' pretest

After giving treatment, the researcher gave posttest to both control and experimental group to find out students' ability in reading comprehension whether same or not. The following table showed the result of posttest.

Table 4.8 The Mean Score and Standard Deviation of the Students' Posttest

Group	Mean Score	Standard Deviation
Control	70.13	8.027
Experimental	77.95	9.572

Table 4.8 shows that the mean score of both groups were different after giving the treatment. The mean score of control group was 70.13 and experimental group was 77.95. It means that the mean score of experimental group was higher than control group ( $77.95 > 70.13$ ) and the standard deviation of control group was (8.027) and experimental group was (9.572).

From the data above, the researcher concluded that the result of mean score in experimental group was higher than control group. It means that the experimental group which taught by using authentic materials was giving significant improvement to students' ability in reading comprehension than the control group which taught by using pedagogic materials.

z. The inferential analysis on pretest for control and experimental group

The following data indicated the achievement of control and experimental group after giving treatment.

Table 4.9 The t-test of Students' Posttest

Variable	t-value	df	Probability Value
Students' Score	0.487	50	0.002

The table above shows that the *t-value* was 0.487 with degree of freedom 50 and *P value* 0.002. From the degree freedom, we can know that the *t-table* of this research was 1.676. Based on the data, the *t-value* (0.487) > *t-table* (1.676) and *P value* (0.002) < 0.05. In posttest there is a significant difference between two groups' score because the *P value* less than 0.05 (0.002 < 0.05). It means that  $H_1$  was accepted and  $H_0$  was rejected in posttest. In other words, there was a significant difference of the students' score between the use of authentic materials and pedagogic materials of both groups after receiving treatment.

Based on the research question in this research whether the use of authentic materials give more effective in increasing the students' ability in reading comprehension, both control and experimental groups increased students' ability in reading comprehension. However, there is significant improvement in experimental group than control group. And to know strictly different both control and experimental groups, it needs statistic hypothesis which shows the numerical

differences to the two groups. By looking at the numbers, it indicates that authentic materials were able to give significantly greater contribution than pedagogic materials. The  $H_1: u^1 \neq u^2$  deals on this research because the two groups achieve the different achievement ( $u^1 \neq u^2$ ). So, it stated that the use of authentic materials was higher than pedagogic materials ( $77.95 > 70.13$ ) in reading comprehension.

Based on the explanation above, the researcher concluded that the use of authentic materials is more effective than pedagogic materials in improving students' reading comprehension achievement.

### 30. Students' interest

This part deals with the students' interest toward the use of authentic materials in teaching reading. After distributing questionnaire to the students and analyzing the data, the result can be seen in the following table.

Table 4.10 Percentage of Students' Interest

No.	Interval	Categories	Frequency	Percentage (%)
1.	85-100	Very high	8	30.8
2.	68-84	High	13	50
3.	52-68	Moderate	5	19.2
4.	36-51	Low	0	0
5.	20-35	Very Low	0	0
Total			26	100



The result indicated that 8 (30.8 %) students were “very interested”, 13 (50 %) students were “interested”, 5 (19.2 %) were “moderate”, none “uninterested” and “very uninterested”.

From the findings above, the researcher concluded that the students’ interested in the using of authentic materials in teaching reading.

### **P. Discussion**

The objective of this research are to find out whether or not the use of authentic materials in teaching procedure texts is more effective than pedagogic materials to improve students’ reading comprehension of the ninth grade students of SMP 36 Makassar and to find out whether or not the ninth grade students of SMP 36 Makassar interested in the using of authentic materials in teaching reading. In this research, the reading materials focused on procedure text.

The result of pretest indicated that students’ reading comprehension in both control and experimental group were in the same level. It can be concluded that both of groups had equal ability before giving treatment. After conducting the pretest, the researcher conducted the treatment in six meetings. The students were given different treatment where the students in control group were taught by using pedagogic materials, while the students in experimental group were taught by using authentic materials.

The posttest was conducted to measure the improvement in control and experimental groups after giving the treatment. The result indicated that there was a significant difference in using authentic and pedagogic materials in teaching reading comprehension. It proved by the students' mean score in experimental group was 77.95 is higher than the students' mean score in control group was 70.13. The result of this research also supported by Brown (1999) who stated that authentic materials are often more interesting because they reflect real life phenomena, thus the learners are more eager to learn when the language is authentic or meaningful.

There were some factors that affect the result of the use of authentic material is higher than pedagogic material. As Peacock in Marwan (2014) proposed that authentic materials have a positive effect on learner motivation, they provide authentic cultural information, they provide exposure to real language, they relate more closely to learners' needs, and they support a more creative approach to teaching.

Moreover, authentic materials effectively kept the students' willingness in reading the text during teaching learning process. They did not get easily bored in analyzing the text. They also enjoyed doing the tasks considering their participation in group discussion and individual performance. When they were in a proper mood, their awareness was simultaneously in good level.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter deals with the conclusion and suggestion relating to this research.

#### **Q. Conclusion**

Based on the findings and discussion in the previous chapter, the researcher concluded that the use of authentic material is more effective than pedagogic material to improve the students' reading comprehension achievement of ninth grade students of SMP 36 Makassar. It is proved by the students' mean score in experimental group was 77.95 higher than the students' mean score in control group was 70.13. Then, the questionnaire which refer to students' interesting to the use of authentic materials in teaching reading got high score. Moreover, the researcher found that the students' activities from all of the interest indicators were reached which could be seen on the students' involvement, feeling pleasure, attraction and attention in using authentic materials.

#### **R. Suggestion**

Based on the result of the research and conclusion above, the researcher would like to suggest as follows:

1. It would be more effective if the English teachers use Authentic Materials in increasing Students' reading comprehension.
2. The students should always active in learning process, more pay attention to teacher explanation and increase their interest in learning English.
3. The next researcher who are going to conduct the research relate to the use authentic materials, should explore more authentic materials in engaging the students' interest and helping the students' in increasing students' learning achievement in learning English.

## BIBLIOGRAPHY

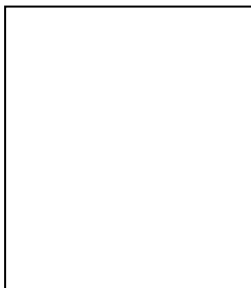
- Ainley, M., Hidi, S., & Berndorff, D. 2002. Interest, Learning, and the Psychological Processes that Mediate their Relationship. *Journal of Educational Psychology*. Vol. 94, No. 3, 545-561.
- Akhyar, N, M. 2012. The Teaching of Procedural Text by Using Cooperative Learning Method. English Education Department Faculty Of Tarbiyah And Teachers' Training State Islamic University Syarif Hidayatullah. Jakarta.
- Berardo, A, S. 2006. The Use of Authentic Materials in Teaching of Reading. *The Reading Matrix Vol. 6 (2)*.
- Brown, H, D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Fransisco. Addition Wesley Longman, Inc.
- Cahyono, B, Y., & Widiarti, U. 2006. The Teaching of EFL Regarding in the In The Indonesian Context: The State of the Art. *TEFLIN Journal. A Publication on the Teaching and Learning of English Vol. 17 No. 1*.
- Casper, M., Catton, J., Westfall, S. 1998. Comprehension: Theories and Strategies. *School Education and Counseling Psychology*.
- Depdiknas. 2006. *Pembelajaran Bahasa Inggris*. Jakarta: Badan Standar Nasional Pendidikan.
- Dudley, E., & John, S. 1998. *Development in English for Specific Purposes: A Multidisciplinary Approach*. Cambridge: Cambridge University Press.
- Gay, L, R., et. al. 2006. *Educational Research Competencies for Analysis and Applications: Eight Edition* Columbus Ohio. Pearson Merrill Prentice Hall.
- Gebhard, J, G. 1996. *Teaching English as a Foreign Language: A Teacher Self-Development and Methodology Guide*, Ann Arbor: The University of Michigan Press.
- Grabe, W., & Stoller, F, L. 2002. Teaching and researching Reading. Harlow: Pearson Education Ltd.

- Guo, L, S. 2012. Using Authentic Materials for Extensive Reading to Promote English Proficiency. *English Language Teaching*; Vol.5,(8). Published by Canadian Center of Science and Education.
- Hamid, S, M., & Rahman, A, Q. 2016. The Use of Prezi with Know, Want, and Learn (KWL) Strategy to Enhance Students' Reading Comprehension. *ELT WORLDWIDE. Journal of English Language Teaching Vol. 3 No. 1.*
- Hassani, M, T., Sadeghi, B., & Khalilolahi, A. 2015. Comparing the Effects of Practicing Explicit and Implisit Questions on Iranian Intermediate EFL Learners' Reading Comprehension Performance. *Journal of Language Teaching and Research, Vol. 6 No. 5, pp. 1099-1105.*
- Hatimah, H. R., Rofiq, A., Andayani, M.A.T. 2013. *The Effect of Using Authentic Materials on the Tenth Grade Students' Reading Comprehension Achievement at MA Islamiyah Syafi'iyah Sumberanyar.* Paiton In the 2002-2013 Academic Year.
- Hermawan, H. 2016. *The Effectiveness Of Using Webquest Model On Student's Reading Comprehension Achievement At The Ninth Grade Students Of SMPN 36 Makassar.* Graduate Program State University Of Makassar.
- Hidayat, Y. 2010. *Teaching Spoken Procedure Text to Young Learners.* English Education Program Faculty of Teacher Training and Education Sciences. Galuh University.
- Hidi, S. 1990. Interest and Its Contribution as a Mental Resource for Learning. *Review of Educational Research, 60, 549-571.*
- Hidi, S., & Baird , W. 1988. *Strategies for Increasing Text-Based Interest and Students' Recall of Expository Texts.* Reading Research Quarterly.
- Jones, G, A. 2005. *Exploring Probability in School: Challenge for Teaching Learning.*
- Kilic, V, Z., Ilter. G., Binnur. 2015. The Effect of Authentic Materials on 12<sup>th</sup> Grade Students' Attitudes in EFL Classes. *International Association of Research in Foreign Language Education and Applied Linguistics ELT Research Journal* 2015, 4(1), 2-15.

- Kilickaya, F. 2004. Authentic Materials and Cultural Content in EFL Classrooms. *The Internet TESL Journal*.
- Lisda, W., Rahman, M, A., & Atmowardoyo, H. 2015. The Use of Macromedia Flash Animation to Enhance Students' English Writing Skill at the Seventh Grade of SMP Yapis 1 Fakfak-West Papua. *Journal of English Language Teaching Vol. 2 No. 2*.
- Martinez, A, G. 2002. Authentic Materials: An Overview.
- Marwan, F, K. 2014. *Improving the Students' English Reading Comprehension through Authentic Materials in SMKN 1 Godean Grade XI in the Academic Year of 2013/2014*. English Education Study Program Faculty of Languages and Arts State University of Yogyakarta.
- Nunan, D. 1991. *Language Teaching Methodology*. Prentice Hall. *Second language Teaching and Learning*. Boston: Heinie and Heinie Publishers.
- Nurteteng. 2016. *The Comparison of SQ3R Method and PMORE Procedure to Enhance the Reading Comprehension of the Second Grade Students of SMAN 5 Makassar*. Graduate Program. State University of Makassar.
- Nuttal, C. 1996. *Teaching Reading Skills in a Foreign Language*. Oxford, Heinemann.
- Omid, A., Azam, R. 2016. Using Authentic Materials in the Foreign Language Classrooms: Teachers' Perspectives in EFL Classes. *International Journal of Research Studies in Education*.
- Oyola, M., E. 2011. *Students' Self-Chosen Authentic Materials Fostering language Learning Autonomy and Impacting Communicative Competence*. Universida De San Buenaventura Facultad De Educacion Licenciatura en Educacion Basica Con Enfass en Lengua Inglesa.
- Richard, D. 2002. Top Ten Principles for Teaching Extensive Reading. *Reading in a Foreign Language vol. 14 (2)*.
- Schiefele, U. 1991. *Interest, Learning and Motivation*. Faculty of Social Sciences University of the Bundeswehr Munich. Educational Psychologists 3 & 4 S. 299-323.
- Seken, I, K. 2004. Developing a Cloze Procedure as a Reading Comprehension Achievement Test. *TEFLIN Journal. A Publication on Teaching and Learning of English, Vol. 15 No.2*.

- Suaeni. 2015. *Improving Students Skill in Writing Procedure Text through Picture Sequences*. Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah State Islamic University. Jakarta.
- Sugiyono. 2008. *statistika untuk penelitian*. Bandung: Alfabeta.
- Tiin, N. 2014. A Study on Teachers' Strategies in Teaching Reading Comprehension at the *Second* Grade Students of MTs Tarbiyatul Ulum. Panggungasri Panggungrejo, Blitar.
- Tomlinson. B. 1998. *Materials Development in Language Teaching*. Cambridge University Press.
- Ugalde. R. A. 2008. *Using Authentic Materials to Teach Reading Comprehension*. Universidad Nacional, Costa Rica.
- Young, L. 2013. *Transcript of Copy of Procedure Text*. Design for Prezi.



**Appendix 13. Curriculum Vitae****CURRICULUM VITAE**

**Andi Bulkis Maghfirah Mannong** was born on January 4<sup>th</sup>, 1990 in Ujung Pandang, South Sulawesi. She is the youngest child of four siblings of A. Mannong, S. Sos and Marham Muhammadiyah (Alm.).

She began her study in Elementary school in 1995 at SD Inpres Minasa Upa1 and graduated in 2001. In 2001, she continued her study at Ummul Mukminin Boarding School then graduated in 2007.

After graduating from senior high school, she was admitted to the English Department of Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. She graduated and got the degree of S.Pd. (*Sarjana Pendidikan*) in 2012. In 2014, she was admitted as a student of English Education, Graduate Program of State University of Makassar.



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS NEGERI MAKASSAR  
**PROGRAM PASCASARJANA**

Kampus UNM Gunungsari Baru, Jl. Bonto Langkasa, Makassar-90222,  
Telp. (0411) 830366, Telp./Fax. (0411) 855288,  
Email: pasca@unm.ac.id, Laman: <http://pps.unm.ac.id>

**SURAT KETERANGAN PERBAIKAN UJIAN TESIS**

Berdasarkan Hasil *Ujian Tesis* untuk Penyusunan Tesis :

N a m a : A. Bulkis Magfirah Mannong  
Nomor Pokok : 14B0108  
Program Studi / : Pendidikan Bahasa  
Kekhususan : Pendidikan Bahasa Inggris  
Judul Tesis : *The effect of Using Authentic Materials in Teaching Reading Toward Students' Motivation at SMP Negeri 36 Makassar*

Oleh Tim Penilai, harus dilakukan perbaikan-perbaikan. Perbaikan tersebut dilakukan dan telah disetujui oleh Tim Penilai :

No.	Nama Tim Penilai	Disetujui Tanggal	Tanda Tangan
1.	Prof. Dr. A. Qashas Rahman, M.Hum	2/3/17	
2.	Prof. Hj. Murni Mahmud, S.Pd, M.Hum, Ph.D	2/3/17	
3.	Prof. Dr. H. Haryanto, M.Pd.	2/3/17	
4.	Prof. Dr. Arifuddin Hamra, M.S.Ed	7/3/17	
5.	Prof. Dr. Jasruddin, M.Si	7/3/17	

Makassar, 6 Desember 2016

Mengetahui:  
a.n. Direktur  
Asisten Direktur I,

**Anshari**  
NIP 19640429 198903 1 003

Tetap Jaya dalam Tantangan

